

# NATIONAL CONGRESS BULLETIN

JUNE - JULY 1944

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 11, NO. 10

## Monthly Memo TO: Local Presidents



THIS MEMO is both hail and farewell. We greet those of you who are assuming the leadership of your association at this time; we say farewell to those who are retiring from the presidency—although not from parent-teacher activity, we hope—after giving the best service possible during these difficult war years.

Our National meeting was one of the largest we have ever held, and one of the most serious. We all had it burned into our minds and hearts that "all children are our children," that their growth and development are continuous, and that our concern for them cannot be thought of merely in terms of prewar, wartime, or postwar emergencies. We are more than ever aware of the importance of the proper care and protection

"of children and youth in home, school, church, and community" as one of the most vital of all tasks in which anyone may engage.

I know you will not cease your activities during the summer, for many of you have told me about your summer plans—your programs of recreation, your gardening, canning, and war activities—all of which call for greater effort than ever before. Also, I know you will be busy planning your programs and projects for the next school year, so that you will be all ready to go when September comes again.

Please keep writing me, for I appreciate knowing of your work.

Take a little time out for fun and relaxation when you can. We all work better if we play occasionally.



*Minnetta A. Hastings*

President  
National Congress of Parents and Teachers

### PROPOSED PLANK ON EDUCATION

*Submitted to the two major political parties by the National Congress of Parents and Teachers for inclusion in party platforms*

DEMOCRACY, more than any other form of government, depends upon trained and intelligent citizens. We believe with the founders of the Republic that ignorance is the enemy of freedom, and that the basic safeguard of our liberties and constitutional government is the universal education of our people. We reaffirm our conviction that the opportunity for an education is the birthright of every American child, irrespective of race, economic status, or place of residence.

Two world wars in one generation have clearly revealed the lack of educational opportunity in our country and have emphasized the stake of the nation in the education of its

children. An education that will guarantee every child a decent start in life and that will prepare him for the unprecedented responsibilities that will follow this war is the joint obligation of the local community, the state, and the nation.

• We declare unreservedly that the control and administration of our free public schools shall remain with the states and local communities.

• We favor the establishment, in cooperation with other nations, of an international agency to encourage the raising of educational standards and the teaching of mutual understanding among all nations.

This plank was adopted by the National Congress at its meeting in New York and submitted to the resolutions committees of both Democratic and Republican parties.

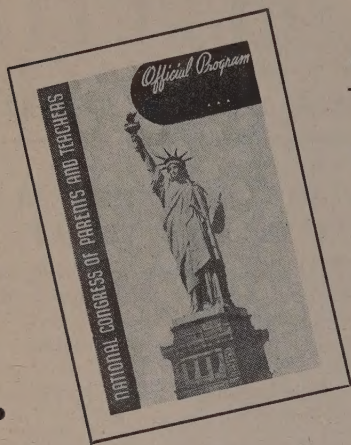
### NATIONAL CONFERENCE FINDINGS IN BRIEF

THE National Congress, at its recent wartime conference, explored the major fields of parent-teacher work. It is hoped that such recommendations as the following (all embodied in the Findings of the conference) will yield important and far-reaching results:

- Support constructive programs of health education, including regular examination of children to reveal evidences of malnutrition and other remediable defects; tuberculin tests of children and adults; and vaccination and immunization at proper age levels
- Urge the establishment of child guidance clinics and psychiatric services for mal-adjusted youth
- Request teacher training institutions to include special courses to help teachers preserve the mental health of students
- Conserve human resources through strict attention to the rules for home and public safety
- Uphold the standards for employment of youth
- Work for adequate school courses to teach preparation for family life
- Encourage the formation of preschool study groups and parent education classes
- Urge parents to provide for the foundation of spiritual life in the home
- Advocate a free and universal system of education
- Urge teacher training institutions to select candidates for credentials on the basis of skill in human relationships as well as intellectual capacity
- Oppose duplication of educational administration, and work to establish in federally financed projects a line of administration from the U.S. Office of Education through state departments of education to the local school districts
- Insist on expert counseling and constructive work experience for high school youth
- Encourage all community agencies concerned with child welfare to coordinate their efforts
- Organize community-wide recreation services at public expense, employing trained personnel
- Offer to youth opportunities for worthwhile community service
- Support comprehensive plans for treatment of juvenile offenders and carefully planned rehabilitation and placement programs
- Prepare for intelligent and thoughtful participation in plans for international cooperation, remembering that "All Children Are Our Children"



# AN EYEWITNESS ACCOUNT OF THE *National Conference* • New York City May 22-24, 1944



THE impending news of D-Day and the coming liberation of oppressed Europe heightened the meaning of the theme of the forty-eighth annual meeting of the National Congress of Parents and Teachers: "All Children Are Our Children." No one of the 1,724 parent-teacher members who attended the conference at the Hotel Pennsylvania on May 22, 23, and 24 could feel personally detached from the stirring events taking place on the battle fronts of the world. Thus it was in a spirit of consecration that the convention was opened by Mrs. William A. Hastings, National president, on Monday morning, May 22, after an invocation by Dr. Ralph W. Sockman of Christ Methodist Church, New York. Mrs. Hastings first introduced the president of the New York State Congress, Mrs. Avery J. Pratt, who extended a gracious welcome to all the other members.

The usual convention reports followed. At one point during this morning session Mrs. H. S. Klein, National secretary, read a cabled Aloha from the Hawaii Congress, the only branch that could not send a representative to the convention.

As she presented the conference theme, Mrs. Hastings voiced two unspoken questions that lay deep in the hearts of her entire audience: "What can we carry back? How can we give wise leadership to the folks back home so that we shall truly be doing the things we ought to do?" Judging by the concentrated attention, the intelligent participation, and above all, the repeated demands for specific action that distinguished every meeting of the next three days, each P.T.A. member strove, in his or her special way, to find some satisfying answers.

## Parent Education Forum

PERHAPS the first clues came at the parent education forum conducted by Ralph H. Ojemann that afternoon. Six men and women, all authorities in the field of child development, took turns presenting the special problems that today are of greatest concern to children, adolescents, and parents. As a result the audience went away with a broad, stimulating, and thoroughly realistic picture of the most pressing social needs of our time. Not only that—what they had learned from the five-minute talks and the ensuing group discussions showed them just what steps the local parent-teacher units must take to meet these needs—immediately, not next year, not after the war, but now.

An hour and a half of further intensive discussion in any one of Monday afternoon's seven workshops taught each P.T.A. member a good deal more about how to work out the problems confronting his or her particular group in its task of caring for all our children and preparing them for active, constructive citizenship. The questions were all answered precisely and systematically.

## Keynote Address

TO THE evening session Mrs. A. M. P. Strong, president of the National Congress of Colored Parents and Teachers, gave a message of such warmth and appreciation that all her audience were deeply moved. Then Mrs. Roosevelt's stirring talk on our homes in the postwar world, the keynote address of the convention, brought to a climax this day of challenge and inspiration. Her vision of our homes after the war had nothing to do with plastics or plywood or wonderful labor-saving devices. She was concerned about the children in those homes, the young adolescents, and above all about the young men who will return to them when the war is over. Her plea was urgent and strongly personal. Said she, "I should like to begin by saying that this organization has always seemed to me to be the most important organization in our country." No one could fail to sense the gigantic responsibility implied in these words, or fail to be touched by Mrs. Roosevelt's account of her informal chats with servicemen in Europe, in the Southwest Pacific, and back home in Washington.

## Postwar Education

TUESDAY morning's general session began with the introduction of all the National chairmen and an invocation by the Reverend Benedict J. Dudley of St. Francis Church, New York. The address on the problems of postwar education by John W. Studebaker, U.S. Commissioner of Education, translated general aims into plans for definite action—and action by the community as a whole, not by any single group of educators, administrators, or politicians. Further proposals were voiced by Brigadier General Walter L. Weible, director of military training in the Army Service Forces, who stated in no vague terms just what the Army has discovered about the holes in our present educational system. The drafting of all able young men in this country for war service has produced a body of data that reveals with shocking clarity just which needs of our young people have not been met either in the home or in the school.

John A. McCarthy, president of the American Vocational Association, made a valuable distinction between two easily confused terms—vocational education and vocational training. Vocational training means the actual preparation for a job or a career. Vocational education is a much broader term; properly given, it requires highly trained counselors who know the whole occupational field, as well as how to understand and guide young people. The place of both in the postwar world was the theme of Mr. McCarthy's discussion.

In his plea to see education steadily and whole, G. L. Maxwell, assistant secretary of the Educational Policies Commission, reminded his listeners of Lewis Carroll's White Knight, whose horse was so laden with strange articles, safeguards against all manner of remote emergencies, that progress was well-nigh impossible. The analogy with postwar education was both refreshing and pointed: Schools should not change their programs in response to the specific demands of pressure groups without reference to larger necessities and without the perspective of long-range planning. No metaphor could have been more apt to suggest the pitfalls that may lie ahead in the reorganizing of school curriculums, a task in which parents, teachers, and administrators must all cooperate.



## Life Memberships

THE general session that preceded Tuesday afternoon's five symposiums emphasized once again the significance and honorable history of the P.T.A. organization, together with the meaning of National life membership. Mrs. Fred M. Raymond, past chairman of the Founders Day committee, spoke of the important implications of this form of membership, and Mrs. Harold Walker, daughter of Alice McLellan Birney, Founder of the organization, introduced small Alice Birney Robert, great-granddaughter of her famous namesake, and Mr. and Mrs. Lawrence Wood Robert, the parents of the little girl. Alice Birney Robert was the youngest of the four new honorary life members to whom certificates were presented. The others were Mrs. Roosevelt, Bess Goodykoontz of the U.S. Office of Education, and Katharine Lenroot, chief of the Children's Bureau in the U.S. Department of Labor.

## Allied Nations Dinner

AT THE Allied Nations dinner Tuesday night, the eloquent addresses by representatives of four of our Allies symbolized the universality of the theme "All Children Are Our Children." Craig McGeachy, director of welfare and relief in the United Nations Relief and Rehabilitation Administration, first sounded the international note in her deeply moving account of what is happening to children in England and in occupied Europe and what the UNRRA is doing and plans to do for them. L. A. De Wolfe, genial emissary from Canada's own P.T.A., the Federation of Home and School, stressed the active part that Canadian parents—men as much as women—are playing in the schools. Mrs. Chu Shih-ming, wife of the military attache in the Chinese embassy at Washington, spoke of the impressive influence of our educational system upon that of China. There public schools are growing in number, though education itself has been wholly democratic in China for three thousand years.

Rowena Meyer, who had taught for several years in Russia and was the only American woman to remain in Moscow through the siege, sketched some vivid pictures of student life in Russia, particularly during those cruel, bitter, hungry months. And finally, Mary Cannon, chief of the Inter-American Section of the Women's Bureau, U.S. Department of Labor, described some of the schools she had visited in Latin America and commented upon the educational problems common to both the Americas. By the time the evening had been

concluded with spirited singing of songs of the Allied Nations under the baton of Augustus D. Zanzig, the meaning of the conference theme—"All Children Are Our Children"—had become intensely personal to every listener.

## The Community's Responsibilities

THE general topic of Wednesday morning's session was that of the child in his community. On Monday it was the home; on Tuesday, the school. Wednesday, then, was climactic, in terms of all P.T.A. thinking. Katharine Lenroot, whose address is condensed in the current issue of the *National Parent-Teacher*, challenged her audience to set up specific goals for children in the postwar world. In the symposium that followed, Dr. Frederick H. Allen, director of the Philadelphia Child Guidance Clinic and assistant professor of psychiatry at the University of Pennsylvania, spoke of the delicate balance between the growth of an individual personality and the control exercised by society on that personality. Both begin with the young child in the family, and neither should be neglected. Dr. Samuel Z. Levine, professor of pediatrics at Cornell Medical College, stressed the importance of cooperation between the medical profession and the lay public in promoting the health of all children in the community; and J. E. Sproul, program executive of the National Council of Young Men's Christian Associations, made a plea for intensified community endeavor in the field of recreation for young people—not merely sports and physical activities but every kind of leisure-time pursuit. Like so many of the speakers, he gave positive and specific suggestions for P.T.A. work in this area.

Mrs. Ellen S. Woodward of the Federal Social Security Board described the

scope of the present social security program and enumerated the several important ways in which it fails to reach certain groups and to provide certain needed kinds of assistance, such as disability insurance for employed workers and health insurance for everybody. The session concluded with a talk by Elizabeth Johnson, assistant director of the Industrial Division of the Children's Bureau about the effect of war on child labor and the employment of youth. She brought home to the audience the two problems that face not only her own division but all adults in the United States—observance of child labor laws during a period of acute labor shortage and careful attention to the value and worthwhileness of his job to each employed young person.

## Magazine Featured

WEDNESDAY afternoon brought the final session of the convention—one of great interest and direct inspiration. The recent growth and continuing importance of the N.C.P.T. Magazine, the *National Parent-Teacher*, were strikingly affirmed by Mrs. James Fitts Hill, president of the Magazine Company, and by three speakers representing its unusually fine group of contributors. Each told in personal yet forthright fashion just what he or she thought of the Magazine. Ethel Kawin, director of the Magazine's study course, Basic Training for the Toddler, in addition to her other duties, stressed the fact that every article in every issue was scientifically accurate, embodying all the latest knowledge on its particular subject, yet never dull or ponderous. May Lamberton Becker, children's book editor of the *New York Herald Tribune*, explained why she never refused to contribute to the Magazine, no matter how busy she happened to be, because she believed so firmly in its integrity and



New York City Skyline

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high purpose—to promote the welfare of children.

Harry A. Overstreet, widely known author and educator, praised the statesmanlike quality of the *National Parent-Teacher*. "In every area in which we try to influence people, good statesmanship consists in making people want what they need. . . . Parents and teachers need to know about children. Do they want to know about children and all the relationships that children have in our modern world? Not every parent wants to. It is too arduous a business to undertake. But your *National Parent-Teacher*, as I know in terms of my own particular, rather resistant self, has brought about this identification. . . . In the first place, people trust the Magazine. In the second place, people enjoy it." The enjoyment, he felt, was a direct result of the pleasing style in which the articles are written and the excellent photographic illustrations.

### Inspirational Closing Address

ROBERT RUSSELL WICKS, dean of Princeton University Chapel and speaker of the afternoon, gave a warm and stirring address, "Impressing a New Generation." He lifted high the hearts of his audience and made it possible for them to judge the worth of the whole convention in terms of its spiritual value to them and to the children of the world.

### Final Business

THE report of the findings committee, read by its chairman, Mrs. Rollin Brown, was discussed at some length before it was accepted by vote of the group. Mrs. L. W. Hughes then focused attention on the platforms of America's two major political parties by reading a plank on education of the nation's children to be submitted to each party. The plank, in the form of a resolution, was also adopted by vote.

Other important business included reports of the credentials and election committees and the installation of the four new vice-presidents by Mrs. William Kletzer, past National president. The closing ceremony was led by Mrs. Nathaniel E. White, and the convention was declared adjourned by the National

president, who thanked the members for the part they had played in its success.

### Summary

THIS, in terms of externals—of facts and events—was what happened at the Forty-Eighth Annual Convention of the National Congress of Parents and Teachers. But in reality, the things that went on from one hour to the next, each day for three full days, were far less important than what went on in the minds and hearts of 1,800 men and women. A seed may be planted in warm earth, but that seed is nothing in itself until it begins to grow. Ideas are seeds. They fall on the soil of people's minds. If they grow, flourish, bear fruit—if, in other words, they become a part of each person's thinking—they take on the force, the power, the importance of human life itself.

What happened in New York, then, was not simply that 1,800 people met, talked with each other, and attended meetings for three days, but that certain ideas entered into the living experience of each one of those people. Whatever they do from now on will be affected—even impelled—by these ideas.

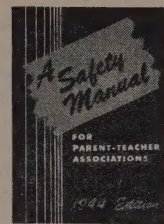
First among them, perhaps, was a new and strengthened conception of the significance of individual endeavor. The least thing we can do, in the smallest community in this country, for the welfare of our children will affect in some measure the welfare of all the children in the world. And when this least thing is multiplied a thousandfold, in thousands of communities, its impact will be felt around the globe.

If we are to dedicate ourselves to the future health, happiness, and freedom of all children, therefore, we must begin now—begin at home with our own children and our neighbor's children and the children on the next street—and so on in ever-widening circles. If we are to make this world not only a safe and pleasant but above all a free place to live in, we must begin by seeing that each child understands what part he must play in this titanic task. For only as all children understand the importance of freedom to them will they be able to live as free men and women in a world of permanent peace and progress.

### Make It a Victory Fourth!

Statistics from previous years indicate that 1,000 persons will lose their lives this year over the long Fourth of July weekend. Not one of these deaths—whether due to traffic accidents, drowning, burns, falls, overexertion, or overexposure to the sun—needs to take place. Extra care, common sense, and courtesy on the part of every citizen would prevent them. Accidents delay victory and increase the battle toll. Let's not turn July Fourth into a Hitler holiday by a needless waste of lives and materials. "Put Victory first on the Fourth!"

### NEW SAFETY MANUALS ARE READY



The new *Safety Manual* — 128 pages of superlative help in the

form of facts, instructions, and suggestions to insure safety—is off the press and ready for distribution. A free copy of this *Manual* will be sent to every local safety chairman who asks for it. The request—countersigned by the local president—should give the name of the P.T.A. and should be addressed to the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois.

### CERTIFICATES AWARDED

THE following state congresses were awarded Special Honor Certificates at the Wednesday afternoon session in recognition of a 10 per cent or more increase in their Magazine subscriptions during 1943-44.

Alabama	Missouri
Arizona	Montana
Arkansas	Nebraska
California	Nevada
Connecticut	New Hampshire
Delaware	New Mexico
District of Columbia	North Carolina
Georgia	Ohio
Hawaii	Oklahoma
Idaho	Oregon
Indiana	Pennsylvania
Iowa	South Carolina
Kansas	South Dakota
Louisiana	Tennessee
Maryland	Texas
Massachusetts	Utah
Michigan	Virginia
Minnesota	West Virginia
Mississippi	Wisconsin
	Wyoming

A very special award was presented to Indiana for appearing most often in the "Yardstick Corner" of the *Magazine Promotion News*. Specifically, this means that Indiana was included more often than any other state in the list of five states showing the greatest gain in subscriptions and also in the list of five states sending in the most subscriptions each month.

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Volume 11 JUNE-JULY 1944 Number 10

Published monthly from August through May, bi-monthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 20 cents a year. Entered as second class matter at the Post Office, Chicago, Illinois, Jan. 18, 1941. Additional entry at Aurora, Illinois, Dec. 21, 1939. Under Act of March 3, 1879.



# Digests OF THE WARTIME CONFERENCE MEETINGS

THE Wartime Conference on Childhood and Youth, held in New York City from May 22 to 24, was a rich, stimulating experience for the approximately 1,800 delegates, officers, and members who attended. The three days were filled with general sessions, symposiums, and workshops, in which P.T.A. members and experts from government and other agencies took part. In this issue of the *Bulletin* we are presenting digests of several of the symposiums and workshops, endeavoring to retain as many as possible of the suggestions for plans and activities that could be carried out by the local units. Reports of other meetings will appear in subsequent issues of the *Bulletin*. The 1944 *Proceedings* will contain a complete report of the conference.

## POSTWAR PROBLEMS SYMPOSIUM

Leader: Mrs. J. W. Bingham  
Vice-President

THE symposium on postwar problems called attention to the five main areas of P.T.A. interest:

1. A peaceful world in which to bring up our children.
2. A truly democratic nation, which will provide the best opportunities for all people. This includes
  - (a) a government that expresses the will of the people;
  - (b) legislation that guarantees essential freedom to everyone, regardless of religion, race, or social status;
  - (c) employment and social security that will guarantee at least minimum standards in housing, nutrition, health, safety, and education; and
  - (d) equalized opportunities for education.
3. Wholesome community environment for all, adults as well as children.
4. An adequate system of education for the new world.
5. Satisfying home and family life for all.

**Knox D. Walker**, National chairman of Citizenship, pointed out the main issues in life around us at this time:

1. Freedom of enterprise versus bureaucratic control.
2. Broken homes and broken marriages.
3. Race relations.
4. Efforts to secure a lasting peace.

**I. D. Weeks**, National chairman of Rural Service, then discussed four problems of immediate concern to parent-teacher associations:

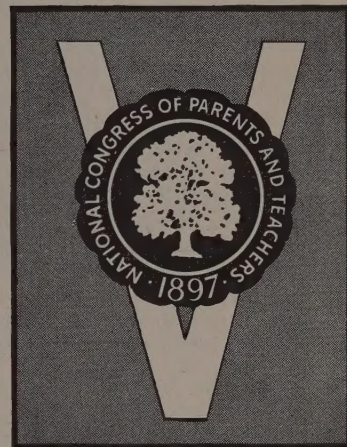
1. How can we provide adequate finances for public education?
2. How can we recruit competent men and women into the profession of teaching?
3. What shall be the proper integration of vocational and liberal, or general, education?
4. What shall be the proper relation of education to a peacetime military program?

He suggested that P.T.A.'s survey their own communities and try to better the tax base for the support of schools, work for more satisfactory retirement plans, and encourage promising young people to go into teaching.

**Mrs. William Kletzer**, National chairman of Founders Day, brought out the fact that we must help servicemen and war workers to make the necessary adjustments in their homes. We must particularly help the preschool mothers. Right now we should find out what our communities are doing in regard to housing, recreation, health, and social diseases.

**Emily Hickman**, chairman of the Education Committee of the Commission to Study the Organization of Peace, said that international organization is a necessity for us in the United States as well as for people throughout the rest of the world. She suggested that P.T.A. groups study Secretary Hull's speech of April 8 and discuss the specific things that the government is now planning for international organization.

**Karna Steelquist**, key groups executive of the Coordinator of Inter-American Affairs, urged that the P.T.A.'s encourage the teaching of Latin-American history, language, and social customs. Plan community-wide programs,



with movies or speakers on Latin-America, she suggested, and also become familiar with the resources of the Pan-American Union, the Office of the Coordinator of Inter-American Affairs, the U.S. Office of Education, and the Institute for International Education.

**Lester K. Ade**, head of the Education Section of the War Relocation Authority, said that the WRA is trying to relocate Japanese-Americans as rapidly as possible, but in the meantime, through the relocation centers, is trying to give the children an all-around education, which includes working in groups for community betterment, camping out, and work experiences.

**G. L. Maxwell**, assistant secretary of the Educational Policies Commission, said that an adequate program of secondary education in the postwar period will cost more than twice what our present system does, or between five and six billion dollars. Such an increase will not be granted unless parents stand behind the educators and insist upon it. No one is particularly disturbed at the reports of the National Planning Board recommending that after the war we spend twice as much for automobiles, clothing, and recreation. This is simply to keep people employed. Why not, then, be ready to double the appropriation for our schools?

**Paul H. Sheats**, director of New Tools for Learning, pointed out that these new tools—radio, movies, etc.—are available, but it is up to communities to organize and use them. "That is a problem that you people, and you alone, can do something about," he said.



## SYMPOSIUM ON HEALTH AND SAFETY

*Leader: Mrs. L. W. Hughes  
Vice-President*

**Dr. Joseph Miller**, National chairman of the committee on Mental Hygiene, cited figures to show how war has reemphasized our need of mental hygiene. "One thing we will need after this war," he said, "is pliability, the ability to change, to adjust to new situations. There is no question but that many of our boys who have been discharged from the services as mentally unfit were not prepared for the terrific changes that take place in army life.

"The local parent-teacher associations can do a great deal to promote mental hygiene in the community. They can ask competent people to talk about it and circulate books and pamphlets published by the National Congress and the National Committee for Mental Hygiene."

**Mrs. Bess N. Rosa**, outlined the local social hygiene aims, concluding, "This presupposes teachers trained to give this guidance, and they need teaching materials. They need a planned program and they will want parents to back what they do. It calls for a community in which children will have good social influences."

### Shortage of Professional Personnel

Ways and means by which P.T.A. members can help to combat the present shortage of professional personnel were brought out, and the Red Cross classes in Home Nursing, Nurses' Aides, Nutrition, First Aid, Water Safety, Home and Farm Accident Prevention were recommended to all members.

When there are not enough doctors and dentists to hold the routine health examination for everyone, streamline it by delegating as much as possible to volunteers, to nurses and to nurses' aides, leaving the doctors and dentists with only those cases that no one else can handle. It would avoid duplication of effort if such groups at P.T.A.'s, Boy Scouts, camps, etc., cooperated and had only one thorough examination for each child.

*In order for school instruction in health and safety to be effective, there must be close cooperation between home and school.* Parents must be urged to visit the schools and made to feel welcome. In some places the children need to be taught the simplest habits of cleanliness; parents can help in this. It is always wise to interest the children themselves in a problem; they like to help

solve it. Instances were cited where the children worked out a way to provide washing facilities in their schools, and also where they made an exhibit of wasted food as an object lesson in conservation.

### Problems of Adolescence

The problems of adolescence come from the fact that the adolescent is no longer a child and not yet an adult. Consequently he has terrific difficulty in finding his work and his position in the community. Adults can help by trying to live with him through his difficulties and by showing understanding and compassion, rather than trying to impose adult standards.

### Social Hygiene

In the field of social hygiene, one of the most important phases is the adequate instruction of young people in the facts about venereal diseases. P.T.A. members can urge the school authorities to meet this situation through the plans that have been worked out and that are generally acceptable to educators. Young people have difficulty in talking to their parents about sex matters, and most parents are pleased when the school provides training in sex education and preparation for marriage. It is better, however, to call it "education for family living" or "education for human relationships and family life."

### Preventing Accidents

**Mrs. L. K. Nicholson**, in presenting the new 1944 *Safety Manual*, spoke of it as "material for an eight or ten weeks' course in the care and upkeep of household equipment, fire prevention, dehydration, home nursing, and cooperation with various safety and health agencies. It also supplies excellent material for P.T.A. meetings."

**Marian Telford** of the National Safety Council made this urgent plea to P.T.A. members:

1. Provide supervision for children when you are away from home.
2. In undertaking new activities, such as canning or farming, investigate the possible sources of accident.
3. Take special care with your automobile if it is an old one.
4. Watch out for the drinking driver.
5. Support the new plan for inter-regional highways.
6. Investigate the handling of young offenders in traffic courts.

To emphasize the importance of safety instruction, the chairman pointed out that 33,000 people are killed and 800,000 seriously injured in home accidents every year.

## COMMUNITY SCHOOL LUNCH WORKSHOP

*Leader: Mrs. Paul H. Leonard  
Chairman, Special Committee on  
Community School Lunch*

**Elizabeth Mayes** of the U.S. Office of Education, the first speaker, stated that nineteen states—as compared with four in 1942—now have school lunch legislation, and twenty-one states have funds available for school lunch purposes. The provisions vary, of course, as to the amount, purposes, and permanence of these funds. Every state now has a state advisory committee, which coordinates all the efforts put forth by the people in behalf of a school lunch program. In twenty-three states—as compared with five in 1942-43—there are full-time school lunch supervisors. Every state now has one person on the staff of the state department of education who is responsible for school lunch matters.

*School lunches are not a new problem, but for the first time they are recognized as having national importance and as being vital to the health, strength, and welfare of our nation.*

In the last three months, six different bills have been introduced into Congress, each designed to give permanent legislation for the support of school lunches.

In spite of the recent growth of the program, only 26 per cent of all school children are being offered school lunches. There are three important things yet to be done: 1. Interpret the program to all the people. 2. Improve the present program. 3. Expand the program to reach the remaining 74 per cent of the children.

**Margaret Morris** of the War Food Administration said that the P.T.A. has been the largest nongovernmental group working for school lunches. Adequate meals, such as the standardized Type A Lunch, require long-range planning of school gardens, canning projects, and menus.

When carried on as a community enterprise, the school lunch gives citizens a better knowledge and appreciation of the entire school program. The activity is also valuable in showing both adults and children the interrelationship of the production of food and the nutrition of people.

**Mrs. George E. Calvert**, National chairman of Home and Family Life, showed how the school lunch provides an opportunity to set new standards of nutrition, health, and manners for both home and school.



**Mrs. Eugene Callaghan** of the Washington, D. C., Legislation Committee, representing Mrs. McClellan, National Legislation chairman, explained the various school lunch bills now before Congress, emphasizing the fact that the National Congress of Parents and Teachers has officially endorsed S.1824 and its companion bill, H.R.4777, because they permit local control of Federal funds for school lunches.

In concluding the workshop, Mrs. Leonard said: "We are requesting that each state congress appoint *one of its own members* as state school lunch chairman and then have a state congress advisory committee to work with that chairman. Other agencies—education, agriculture, public welfare, etc.—can then be called in to work with the parent-teacher advisory committee.

## WAR ACTIVITIES WORKSHOP

*Leader: Mrs. Emmet C. Stopher  
Chairman, Special Committee on  
War Activities*

Highlights of the talks given at this important workshop follow.

EMERY W. BALDUF, WPB

- Today our most critical shortage is paper, and that is due to the shortage of manpower. We dare not reveal our tin shortage, for that would give aid and comfort to the enemy. Since the points-for-fat program went into effect, we have doubled the collection of used household greases. Rags are badly needed; a single battleship takes tons of rags for wiping the machinery.

A large part of the salvage job has been done by the 27,000,000 school children. During the summer the P.T.A.'s can take over where the school staff has left off and continue their fine work.

CALLA VAN SYCKLE, OPA

- Since economic security is necessary to wholesome family life, the work of the OPA is of vital interest to the P.T.A. We need the help of P.T.A.'s particularly in seeing that merchants do not violate price ceilings, in fighting gasoline black markets, and in serving on local rationing boards. As rationing becomes less stringent, business will exert stronger pressure for relaxation of price control. To prevent the dangerous rise in prices that followed World War I, the OPA will have to continue its vigilance.

HELENDEEN DODDERIDGE, WFA

- Parent-teacher members have a great obligation in helping to keep production going and in helping to consume the particular product that happens to be in abundance. They can also help by edu-

cating young people in the spending of money. P.T.A. groups carrying on community food projects, especially in canning, should observe the same rules of sanitation and hygiene that are required, by law, of commercial packers.

NANCY LARRICK  
TREASURY DEPARTMENT

- In addition to the actual sale of 500 million dollars' worth of bonds in one year, the Schools at War program has resulted in a better knowledge, for both students and parents, of what it means to save and to plan their spending and their saving. We find an increased sense of civic responsibility where the child understands that his tiny purchase contributes to the well-being of the nation. P.T.A. members can help by approaching working students—this summer there will be 5,000,000 of them, between the ages of 14 and 18, earning from \$8 to \$30 a week—and explaining to them the value, to themselves and the nation, of putting more than the usual 10 per cent of their salary in bonds.

MRS. OSWALD B. LORD  
NATIONAL WAR FUND

- Last year there were only 1,615 USO clubs; today there are 2,850. P.T.A. members can help in these clubs, and also in the clubs for merchant seamen. Being a good listener and letting the men talk at length about anything that interests them is a service that P.T.A. members can perform.

ROY JOHNSON  
AMERICAN RED CROSS

- The local Red Cross chapter is where the foundation is laid for all the many activities of the Red Cross throughout the world. Parent-teacher members can be of special help by serving the camps and hospitals near their community and by doing the many "little things" that help to maintain morale.

DR. HEDLEY S. DIMOCK, USO

- One of the chief functions of the USO is to keep alive the permanent values of a civilian and religious culture and to help men and women in the services to keep alive their essential personalities. To do this requires the help of large numbers of civilians.

BONARO W. OVERSTREET  
AUTHOR

- Each P.T.A. member must think of himself as a unit of morale, and help returning soldiers and their families to make the adjustment to the lowered tension of peacetime living. Defense workers, too, will need to make adjustments. Both these groups must be helped to find larger social plans, social causes, into which they can pour a working energy,

## SAFETY CONFERENCE

*Presiding: Charles W. Phillips  
Chairman, Joint Committee  
Traffic Safety Education Project*

**I**NFORMAL reports from thirty-three state congresses were given by the state president or the state safety chairman. These reports indicated that a wide variety of safety programs, as well as activities, contests, projects, and publications, was being carried on throughout the country. Every phase of safety—in home, school, and industry; on highways, on farms, and on the water; in regard to bicycles, buses, and automobiles—was being given its full share of attention.

Mrs. J. W. Bingham then distributed the new *Safety Manual*, which will be sent free to the state congresses on a standard allotment basis. Pointing out the wealth of fine material in the *Safety Manual*, Mrs. Bingham suggested various ways in which it could be used for:

- Supplying articles on safety for state bulletins.
- Furnishing information for programs on safety.
- Suggesting safety practices to be carried out at home and at school, on the farm, and on highways.
- Giving instructions for carrying on safety tests and surveys.

Pyke Johnson, president of the Automotive Safety Foundation, congratulated the group on its reports, concluding, "I can go with a clear conscience to my operating committee and recommend the continuation of our support of your work."

(The Foundation is contributing \$5,000 a year to the safety work carried on by the National Congress of Parents and Teachers. The expense of publishing and distributing 65,000 copies of the *Safety Manual* is charged against this contribution.)

Robert Eaves, secretary of the National Commission on Safety Education, said, "I would like to see copies of this *Manual* put into the hands of principals and school superintendents. There is an outline here for a very comprehensive program on safety education for every school in America, and if they would only take this and work with P.T.A. groups, I think it would mean a tremendous gain for the cause of safety in this country."

The California Congress of Parents and Teachers has purchased 2,000 copies of the new P.T.A. textbook, *The Parent-Teacher Organization: Its Origins and Development*.



# Four NEW OFFICERS ELECTED

AT THE National Convention in New York City four vice-presidents were elected. They are:

*Region III—Mrs. R. B. Gordon, Tennessee*

*Region V—Mrs. E. W. Emery, Kansas*

*Region VII—Mrs. J. S. Stewart, Washington*

*Region VIII—Mrs. O. C. Ufford, Colorado*

The following short biographical sketches of these newly elected officers will give a few highlights of their careers in the service of children and youth. All are well qualified by training, experience, and sincerity of purpose to guide the destinies of our great organization through the problems and complexities of a wartime era.

Mrs. E. W. Emery is a parent-teacher leader of wide and varied experience. She served her community as local president, council president, and chairman of many committees. From 1929 to 1933 Mrs. Emery was president of one of the largest districts in Kansas. In 1937 she was elected president of the Kansas Congress of Parents and Teachers, serving in that capacity for three years.

Mrs. Emery has done important church work, serving now as vice-president of the Women's Auxiliary of the Episcopal Diocese of Kansas.

Her leadership in the state is evidenced by the number of important educational committees and commissions of which she is a member. Among these are: The Governor's Commission on Education; the State Advisory Committee for Vocational Education; the State School Lunch Commission; and the Cancer Control Committee.

Mrs. R. B. Gordon has played an active and prominent part in the parent-teacher affairs of her state. From 1939 to 1942 she was state president. Prior to that she was a local president, a council president, a state chairman of citizenship, and a state treasurer. She also served the National

Congress as a member of the budget committee in 1940-42 and of the nominating committee in 1941.

Mrs. Gordon was educated at the Memphis State College and the Peabody College for Teachers in Nashville. At present Mrs. Gordon holds the position of field secretary for the Tennessee State Department of Agriculture.

Mrs. J. S. Stewart brings to all her activities the seasoned point of view of an experienced teacher, organizational leader, and parent. In 1938 she was elected president of the Washington Congress of Parents and Teachers. From 1933 to 1937 she was third vice-president of her state congress.

Born in Foxcroft, Maine, Mrs. Stewart attended Bates College and the Farmington State Normal School, from which she was graduated. Her teaching career includes posts in Maine and in Massachusetts.

Mrs. Stewart has rendered distinguished service in various phases of welfare work, including that of the American Red Cross. She is a member of the D.A.R., the Delphian Society, and the Longview Women's Club. Among her major interests are books—particularly history and biography—gardening, and people in general.

Mrs. O. C. Ufford comes to her new office with a wealth of experience in parent-teacher work and its interpretation. This experience has included chairmanships and offices at local, county, district, and state levels.

Prominent in religious and civic affairs in her community, Mrs. Ufford has been supervisor of a large primary department of the First Presbyterian Church, director of college-age young people's recrea-



## Youth TALKS IT OVER

### NEW RADIO SCRIPT SERIES

*By Youth—For Youth*

A NEW series of radio scripts will soon be ready for distribution, according to an announcement by Dr. Alice Sowers, chairman of the Radio Script Service. This series, called "Youth Talks It Over," is not only about youth but for youth. It is written so that high school boys and girls themselves may take the parts. Each script presents a dramatized version of some current problem, which the teen-agers talk over among themselves. Usually they arrive at a solution, but in any case they "air their own views"—freely. The scripts are lively, interesting, and full of real-life situations as well as humor.

The titles indicate the up-to-the-minute quality of this new series:

**Going Steady**

**Courting**

**It's the Little Things That Count**

**Let's Form a Secret Society**

**How Can I Become More Popular?**

**How Late Is a Date?**

**To Marry—or Not To Marry—While in High School**

**After the War—Then What?**

tional program, chairman of the Camp Fire Guardians Association, and director of the Interdenominational Daily Vacation Bible School.

Before her marriage Mrs. Ufford taught school in the elementary public schools of Iowa. Since becoming state parent education chairman she has taken refresher courses at Denver University, Colorado State Teachers' College, and the State College at Fort Collins. She taught courses in parent-teacher procedures and leadership at the summer sessions of Colorado State College and of Mesa Junior College.

Mrs. Ufford promoted and carried through the plans that established the credit course in parent education which has been a part of the University of Denver's summer session for ten years.